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ABSTRACT

This document reports results of a survey of vocational schools and Job Training Partnership Act (JTPA) agencies in Maine conducted by a mailed questionnaire and site visits. Sixty-eight percent of the vocational schools and 65 percent of the JTPA agencies returned the surveys. The report presents an overview of vocational education and JTPA programs in the state, summarizing the various programs funded through the Carl D. Perkins Vocational Education Act and the JTPA. Commendations of six programs and recommendations for changes on the national, state, and local levels resulting from the study are provided. The appendix includes both of the survey instruments and summaries of the results. (KC)

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MAINE COUNCIL ON VOCATIONAL EDUCATION

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VOCATIONAL EDUCATION AND JTPA

PARTNERS IN OPPORTUNITY

MARCH 31, 1989

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MCVE

The Maine Council on Vocational Education is a policy advisory body funded by the Carl D. Perkins Vocational Education Act. Federally funded, its 13 members are appointed by the Governor with the majority and the chair representing the private sector.

MCVE's responsibilities under the Perkins Act are focused on three areas:

1. the importance of vocational education and the need for each state to improve its system and to make it more accessible to all who can benefit from it;

2. the need for vocational education to involve the private sector;

3. the need for coordination and cooperation among those agencies responsible for education and training or retraining of the workforce to make the best use of the limited resources available.

The Council must report on these areas as well as provide for input from the general public. At least once a year MCVE hosts a public meeting. MCVE members have found that these meetings provide a wealth of material for future study and help fine tune council positions.

State councils have been in existence since 1969 and have played an increasingly important role in the improvement of vocational education throughout the country.

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INTRODUCTION

State Councils on Vocational Education are mandated by the Carl D. Perkins Vocational Education Act to:

(A) evaluate at least once every two years

(i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts, and

(ii) make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act, and

(B) advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary of Education and the Secretary of Labor of these findings and recommendations.

Survey Instruments

In order to address this mandate, the Maine Council on Vocational Education (MCVE) established the Coordination Committee. The committee members developed two survey instruments, one for vocational schools and one for Job Training Partnership Act (JTPA) agencies. The surveys were sent to all vocational schools (both secondary and postsecondary), the Bureau of Adult and Secondary Vocational education (BASVE), all JTPA Service Delivery Areas (SDA's), all service providers, all Private Industry Council (PIC) chairs and the Bureau of Employment and Training.

Rate of Return

Most of the surveys were returned yielding a 68 per cent rate of return for vocational education and a 65 per cent rate of return for JTPA.

Site Selections

The Coordination Committee then selected one secondary vocational school, one JTPA service provider or SDA and one

VTI in each of five areas of the state for site visits. Some had to be done by telephone due to weather restrictions.

North--Maine Vocational Region #2, Houlton (phone); Aroostook County Community Action Program (ACAP), Presque Isle; Northern Maine Vocational Technical Institute, Presque Isle.

South--Portland Regional Vocational Center, Portland; Training Resource Center, Portland; Southern Maine Vocational Technical Institute, South Portland (phone).

East--Calais Regional Vocational Center, Calais; Washington County Jobs Program, Machias (phone); Washington County Vocational Technical Institute, Calais.

West--Dexter Regional Vocational Center, Dexter; Training Development Corporation, Dover-Foxcroft; Kennebec Valley Vocational Technical Institute, Waterville (phone).

Central--Maine Vocational Region #10, Brunswick; Coastal Economic Development Corporation, Bath; Central Maine VTI, Auburn (phone).

This selection of schools and agencies provides for representation from all of the State's Service Delivery Areas, representation of both vocational centers and regions at the secondary level and five out of six VTI's in every geographic region of the state. Committee members also met with the state directors of vocational education and employment and training.

OVERVIEW

The State of Maine receives approximately $4.6 million for vocational education under the Carl D. Perkins Vocational Education Act, and $9 million for employment and training under the Job Training Partnership Act (JTPA).

The Carl Perkins money is administered by the Bureau of Adult and Secondary Vocational Education (BASVE), located in the Department of Educational and Cultural Services. Maine's State Board of Education is the governing board for the department and is the sole recipient of vocational money for the state.

The Bureau of Employment and Training Programs (BETP), located within the state's Department of Labor, is the administrative unit for the JTPA funds. The Maine Human Resource Development Council (MHRDC) is the state's job training coordinating council.

VOCATIONAL EDUCATION

Maine has twenty-nine vocational centers and regions at the secondary level. Vocational centers are governed by the school board in each area; vocational regions are governed by a cooperative board comprised of members from the school boards of the sending schools.

At the postsecondary level, the state has a system of vocational technical institutes comprised of six campuses statewide and a system office. They are governed by an eleven member board of trustees.

The Carl Perkins funds are divided between secondary and postsecondary vocational education through a negotiation process between the Associate Commissioner of the Bureau of Adult and Secondary Vocational Education and the Executive Director of the Maine Vocational Technical Institute System.

JOB TRAINING PARTNERSHIP ACT

The JTPA dollars are allocated in categories. The largest category utilizes 78 per cent of the funds and is dedicated to serving the economically disadvantaged population. The money goes directly to the service delivery areas (SDA's). The other 22 per cent is the Governor's Coordinating Grant. Of the total JTPA allocation, 5 per cent is taken off the top for state administration, 3 per cent of the total dollars funds programs for older workers and 8 per cent of the

funding is dedicated for vocational training at vocational and adult education institutions. While the 78 per cent funds are passed directly to the SDA's, the 22 per cent money is held at the BETP and given to the SDA's according to the Governor's Coordination Criteria. Both of the Acts stress coordination and twenty per cent of the 8 per cent money is to be spent on coordination activities between JTPA and vocational education. Incentive grants are awarded to the SDA's using 6 per cent of the funds. In this way, good programs are rewarded and encouraged to expand.

In the JTPA system in Maine, there are three service delivery areas (SDA's): the Twelve County SDA, the Cumberland County SDA and the Penobscot Consortium. Each SDA has its own private industry council (PIC). The JTPA funds are administered by the Bureau of Employment and Training Programs (BETP). The JTPA funds are received from the federal government by the BETP and then are sent to the SDA's. Although the SDA's may operate some programs of their own, they are essentially brokers of services contracting with vocational schools, VTI's, adult ed and other agencies to provide skill training and remedial education.

Coordination of services begins at the state level. In 1987 the new governor replaced the job training coordinating council with the MHRDC. This is a 30-member council with representation from JTPA, vocational education, the private sector and other agencies involved in the delivery of human resource services. The council is charged with the coordination of all human resource development services in the state. In this way Maine is striving to maximize resources and reduce duplication by increasing the identification and coordination of programs and dollars.

The MHRDC is also charged with the development and oversight of the governor's coordination of special services plan. Special needs are identified and agencies are selected to develop and implement programs to address those needs.

In 1987 a committee was established to develop pilots for a school to work transition plan (STWT) for the state. This program will assist at-risk youth in the completion of high school and in obtaining and retaining employment upon graduation. The STWT program is jointly funded with Carl Perkins and JTPA money.

The State of Maine, in recognizing the need for services to people who do not fit the JTPA guidelines, has expanded its commitment to human resource development with the funding of three state programs.

The Maine Training Initiative (MTI) was first funded in program year 1987. It is a very flexible program with few restrictions on the use of funds either in terms of client

eligibility or the kinds of training programs it can fund. Its versatility makes it an excellent supplement to the JTPA program.

The Strategic Training for Accelerated Reemployment (STAR), funded by the Legislature in the spring of 1988, provides funds to retrain those people who are unemployed but who have been in the work force and can no longer find employment with the skills they currently possess. This funding has been important to people laid off due to plant closings.

The funds pay for training costs including tuition, fees and books. It also pays some travel costs. People are notified about the STAR program immediately upon signing up for unemployment so that assessment and training can be completed before unemployment benefits are exhausted.

The Additional Support for People in Retraining and Education (ASPIRE) program was developed for people currently on AFDC or currently receiving food stamps. It pays for training costs, including tuition, fees and books. The training programs under ASPIRE are generally longer term programs than those under JTPA. ASPIRE also pays for transportation and child care costs. After July 1, 1989, it will pay for one full year of health insurance once the client is placed in a job, and it can continue to pay child care and transportation expenses for the first year of employment as well.

The funding for all three programs is divided among the three SDA's on the basis of separate formulas and provides a greater latitude for service providers.

The Governor's Contingency Fund provides money for new or expanding businesses that are labor intensive. This fund was increased to $1,000,000 in Program Year 1988. This fund was established to help ensure a supply of skilled workers for the needs of a changing labor market. This program is operated together with Maine's Department of Economic and Community Development.

Maine, in a response to the needs of the health care industry, passed the Health Occupations Training Project (HOT). The Program Year 1988 funding of $100,000 will be used to provide recruitment, training, financial assistance and placement services to people entering the health field in an effort to increase the supply of qualified health professionals. The money is to be matched by health care providers for all training projects. The project also has a loan payback provision for registered nurses which is administered by the Department of Human Services.

C O M M E N D A T I O N S

1. MCVE COMMENDS the State of Maine for the development and funding of the Maine Training Initiative.

2. MCVE COMMENDS Governor John R. McKernan for the development of the Rapid Employment and Training Initiative.

3. MCVE COMMENDS Dexter Adult Education and the Piscataquis County division of the Training Development Corporation for their cooperation and coordination in sharing resources for the benefit of all of their clients.

4. MCVE COMMENDS the efforts of the Maine Projects With Industry, a group comprised of all service providers in Cumberland County who specialize in programming job opportunities for people with disabilities.

5. MCVE COMMENDS the Portland Regional Vocational Center for its job coach program.

6. MCVE COMMENDS the Maine Department of Labor for the development of the Individual Employment Training Plan.

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Coordination and cooperation between and among agencies who provide education and training to Maine's citizens is important. Not only does cooperation maximize resources in terms of dollars and staff time, but it also provides quality resources that are accessible to the people who need the services.

It is often difficult to provide access to services in rural areas because of location, distance and lack of public transportation. It is noteworthy when agencies combine limited resources in innovative ways in order to benefit

clients. MCVE COMMENDS DEXTER ADULT EDUCATION AND THE PISCATAQUIS COUNTY DIVISION OF THE TRAINING DEVELOPMENT CORPORATION FOR THEIR COOPERATION AND COORDINATION IN SHARING RESOURCES FOR THE BENEFIT OF ALL OF THEIR CLIENTS. The adult ed facility is used for training for JTPA clients, and it also offers GED testing for them. In return, JTPA is used for student assessment, and the JTPA computer lab is open to adult ed students who need to advance their reading and math levels. The vocational center is used as a job site for JTPA in the summer youth program, and there is a good, strong relationship between the school and the JTPA. The vocational school has seven adult JTPA clients enrolled in the day school programs.

The adult ed director at Dexter is on the JTPA Private Industry Council, and area adult ed directors and JTPA people meet jointly on a regular basis.

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Coordination for the benefit of clients also occurs in urban areas. MCVE COMMENDS THE EFFORTS OF THE MAINE PROJECTS WITH INDUSTRY. This is a group comprised of all of the service providers in Cumberland County who specialize in programming job opportunities for people with disabilities. This includes the Training Resource Center and the Portland Regional Vocational Technical Center. They combine resources and support for their clients who may be enrolled in more than one program or have services provided by more than one program depending on their needs and eligibilities. All of these services are geared to education, job training, employment and retention.

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Coordination of a different type occurs at the state level in the form of the Rapid Employment and Training Initiative (RETI). This group was formed by Governor McKernan for the purpose of providing financial and staff support for people who have lost their jobs due to plant closings. The team is comprised of members of JTPA, vocational education, Job Service and others who work together to provide retraining opportunities for the laid off workers. MCVE COMMENDS GOVERNOR MCKERNAN FOR THE DEVELOPMENT OF THE RAPID EMPLOYMENT AND TRAINING INITIATIVE.

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The Job Training Partnership Act does not meet the needs of all people who could benefit from its services because the eligibility requirements are restrictive. Maine, however, has developed the Maine Training Initiative (MTI) which provides funds for training, retraining and/or upgrading in an attempt to serve individuals who do not meet the eligibility requirements of federal programs but who need the services. MTI is flexible as to the type of programs it can fund and in the fact that it aides small businesses in upgrading and retraining workers. It is an excellent supplement to the JTPA funding. MCVE COMMENDS THE STATE OF MAINE FOR THE DEVELOPMENT AND FUNDING OF THE MAINE TRAINING INITIATIVE.

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Several federal and state studies have shown that persons with disabilities work harder, perform better and remain on the job longer than persons who are not disabled. However, businesses have been reluctant to hire disabled workers. The Portland Regional Vocational Technical Center has developed an innovative approach to addressing this problem.

The school provides training and supervision for students placed on a job site. These staff people are called job coaches. In many instances, the job coaches are present at the work site and provide on-the-job training, quality control monitoring, supervision and support to the students for extended periods of time. The job coach will always accompany the student to the work site initially and will remain at the work site until the employer feels that the student is competent enough to work independently. MCVE COMMENDS THE PORTLAND REGIONAL VOCATIONAL CENTER FOR ITS JOB COACH PROGRAM.

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Staff training is very important to the success of JTPA and vocational education and should be encouraged. MCVE COMMENDS THE MAINE DEPARTMENT OF LABOR FOR THE DEVELOPMENT OF THE INDIVIDUAL EMPLOYMENT TRAINING PLAN. The Maine Department of Labor now requires all of its employees to develop an Individual Employee Training Plan. These plans must include goals, courses needed, career objectives, work experience and on-the-job training necessary to achieve those objectives. The state will pay for one course per year in an effort to encourage employees to further their education.

R E C O M M E N D A T I O N S

NATIONAL

Coordination and Joint Recommendations

1. MCVE RECOMMENDS changes in both the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act to remove the barriers to cooperation.

   A. All definitions of terms common to both acts should be the same.
   B. All matching requirements should be the same for both acts.
   C. Federal audits should be the same for both acts.

2. MCVE RECOMMENDS a dollar figure for administration costs for each act in the minimum funded states instead of a percentage of the grants.

3. MCVE RECOMMENDS greater flexibility of funding under the Carl D. Perkins and the JTPA legislation so that the funds can be adapted to local needs.

4. MCVE RECOMMENDS funding stability for the duration of each act to permit better planning and coordination.

5. MCVE RECOMMENDS a stronger national focus on students in non-traditional occupations.

Job Training Partnership Act

1. MCVE RECOMMENDS a better system of data collection that would eliminate double counting and allow for valid data comparisons.

2. MCVE RECOMMENDS provision for more longer term training under JTPA to meet the needs of clients.

3. MCVE RECOMMENDS increased funding for support services under JTPA to meet the needs of clients.

4. MCVE RECOMMENDS a change in the eligibility requirements of the JTPA program to allow service providers to enroll clients who are not economically disadvantaged but who have other barriers to employment.

Carl D. Perkins

1. MCVE RECOMMENDS reduction in the number of set asides in the Carl D. Perkins legislation.

STATE

Coordination and Joint Recommendations

1. MCVE RECOMMENDS increased communication between and among secondary and postsecondary vocational schools, adult education and JTPA agencies.

   A. The community needs to have more information regarding programs.

   B. JTPA and vocational education personnel need to have information about each other's programs and services.

2. MCVE RECOMMENDS joint cooperation and planning to decrease the cost of VTI classroom training for JTPA clients.

3. MCVE RECOMMENDS a stronger state focus on students in non-traditional occupations.

4. MCVE RECOMMENDS an increase in funds to expand day care services.

Job Training Partnership Act

1. MCVE RECOMMENDS the continuation and expansion of the Maine Training Initiative.

Vocational Education

1. MCVE RECOMMENDS that educators look to vocational education to provide a viable education for those students in the "general" curriculum.

2. MCVE RECOMMENDS a review of the governance of vocational centers and regions with the objective of developing one form of governance for both.

3. MCVE RECOMMENDS increased funding of adult ed programs to enable them to offer more vocational courses leading to entry level employment.

4. MCVE RECOMMENDS a strengthening of the academic base of all vocational education students.

5. MCVE RECOMMENDS the development of a handbook for postsecondary general advisory committees.

6. MCVE RECOMMENDS the establishment of a VTI system-wide advisory committee for student services, especially for handicapped and disadvantaged students.

LOCAL

Coordination and Joint Recommendations

1. MCVE RECOMMENDS additional funds for staff development, especially for working with special needs students.

2. MCVE RECOMMENDS increased communication between and among vocational education, adult education and JTPA agencies.

   A. Better communication and coordination is needed between JTPA and adult education, both at the secondary and postsecondary levels, to allow for more training options.

   B. Regular meetings among vocational education, adult education and JTPA agency representatives would facilitate the identification of client and agency needs and provide an opportunity for more effective program planning to address those needs.

3. MCVE RECOMMENDS a stronger local focus on students in non-traditional occupations.

Vocational Education

1. MCVE RECOMMENDS expanding the offerings of modules in vocational courses at all levels.

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Since the enactment of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act, efforts to improve communication and coordination between vocational education and employment and training programs have increased. The State of Maine has made significant strides in that direction as well.

Over the last two years, genuine efforts have been made to coordinate programs and funding in Maine. The formation of the Maine Human Resource Development Council has made a significant impact on coordination of all human resource delivery activities in the state, including JTPA and vocational education.

However, to assist the MHRDC in carrying out its goals, changes need to be made in each piece of federal legislation to remove the barriers that hamper coordination. MCVE RECOMMENDS CHANGES IN BOTH THE CARL D. PERKINS VOCATIONAL

EDUCATION ACT AND THE JOB TRAINING PARTNERSHIP ACT. ALL DEFINITIONS OF TERMS COMMON TO BOTH ACTS SHOULD BE THE SAME. Currently, the definitions of a disadvantaged individual are different in each Act. This prevents people who should be eligible, from receiving services from one or both programs.

For more funding equality, MATCHING REQUIREMENTS SHOULD BE THE SAME FOR BOTH ACTS, and THE FEDERAL AUDITING PROCESS SHOULD ALSO BE THE SAME. It will make it easier to evaluate joint ventures.

Since communication is the key to cooperation and coordination, MCVE RECOMMENDS INCREASED COMMUNICATION BETWEEN AND AMONG SECONDARY AND POSTSECONDARY VOCATIONAL SCHOOLS, ADULT EDUCATION AND JTPA AGENCIES. Each needs to have as much information as possible about the others' programs in order to provide the best possible services to their respective clients.

In addition, THE COMMUNITY NEEDS TO HAVE MORE INFORMATION REGARDING PROGRAMS. It is not possible for managers of small businesses, who might need the information the most, to be aware of the availability of funds or opportunities for training, retraining or upgrading employees. Some type of comprehensive brochure might help inform them about what is available.

A part of coordination is joint cooperation and planning. MCVE has made two recommendations in this area. MCVE RECOMMENDS JOINT COOPERATION AND PLANNING TO DECREASE THE COST OF VTI CLASSROOM TRAINING FOR JTPA CLIENTS. Current cost for classroom training is prohibitive for most JTPA service providers. MCVE RECOMMENDS INCREASED COMMUNICATION BETWEEN AND AMONG VOCATIONAL EDUCATION, ADULT EDUCATION AND JTPA AGENCIES. Better communication and coordination is needed between JTPA and adult education, both at the secondary and postsecondary levels to allow for more training options. Satellite programs or multi-county programs that would increase student numbers and lower program costs should be studied.

To assist in program planning, REGULAR MEETINGS AMONG VOCATIONAL EDUCATION, ADULT EDUCATION AND JTPA AGENCY REPRESENTATIVES WOULD FACILITATE THE IDENTIFICATION OF CLIENT AND AGENCY NEEDS AND PROVIDE AN OPPORTUNITY FOR MORE EFFECTIVE PROGRAM PLANNING TO ADDRESS THOSE NEEDS. This would serve to maximize resources and open more training and retraining opportunities for adults, including JTPA clients.

The survey results indicated that services in the area of day care were either non-existent or inadequate. With a rise in the number of women entering the work force, and an emphasis on getting AFDC recipients into the work force, greater efforts must be made to provide day care facilities.

While ASPIRE provides money for day care services, the services are not available throughout the state. MCVE RECOMMENDS AN INCREASE IN FUNDS TO EXPAND DAY CARE SERVICES.

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MCVE's survey results showed limited efforts in the area of non-traditional students, especially in the JTPA programs. MCVE RECOMMENDS A NATIONAL, STATE AND LOCAL FOCUS ON STUDENTS IN NON-TRADITIONAL OCCUPATIONS. Since women make up a large percentage of the working poor in America, significant efforts must be made to encourage them to train for occupations which provide a chance for advancement, which have career ladders and which provide benefits such as health insurance.

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Both of the Acts require additional changes to maximize use of funds as well as service to clients. MCVE RECOMMENDS GREATER FLEXIBILITY OF FUNDING UNDER THE CARL D. PERKINS AND THE JTPA LEGISLATION SO THAT THE FUNDS CAN BE ADAPTED TO LOCAL NEEDS. Because of funding categories or set asides, people who need the services of either or both of the Acts cannot be served. To a degree, each state has different needs and different population configurations which do not always fit into the categories and/or percentages established by Congress. More people can be served, and the money better utilized, if the legislation reflects local needs. This includes A REDUCTION OF THE NUMBER OF SET ASIDES IN THE CARL D. PERKINS LEGISLATION.

Small states have different needs in terms of administration of programs. Currently, administrative costs are funded by a percentage of total program funding. This is difficult for small states since they must provide the same services as larger states, but have fewer dollar amounts to do so. To ease this problem, MCVE RECOMMENDS A DOLLAR FIGURE FOR ADMINISTRATION COSTS FOR EACH ACT IN THE MINIMUM FUNDED STATES INSTEAD OF A PERCENTAGE OF THE GRANTS.

Additionally, MCVE RECOMMENDS FUNDING STABILITY FOR THE DURATION OF EACH ACT TO PERMIT BETTER PLANNING AND COORDINATION. Funding instability has interfered with program planning and implementation. It is difficult to find quality instructors and difficult to retain them if they cannot be assured of a job for a reasonable length of time. It is also difficult to plan for clients' needs, especially if they are long-term, if the funding is not stable.

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Because today's economy is expanding and the labor pool has stabilized, the people who are eligible for JTPA services are beginning to require more services for a longer period of time. Current legislation must be expanded to address these needs. MCVE RECOMMENDS PROVISION FOR MORE LONGER TERM TRAINING UNDER JTPA TO MEET THE NEEDS OF NEW CLIENTS. Also, MCVE RECOMMENDS INCREASED FUNDING FOR SUPPORT SERVICES UNDER JTPA TO MEET THE NEEDS OF NEW CLIENTS.

In Maine there are individuals who have barriers to employment, but, because they are not economically disadvantaged by JTPA definition, they are ineligible for JTPA services. JTPA is in a position to provide the services to remove the barriers and enable these individuals to become a productive part of the work force. Therefore, MCVE RECOMMENDS A CHANGE IN THE ELIGIBILITY REQUIREMENTS OF THE JTPA PROGRAM TO ALLOW SERVICE PROVIDERS TO ENROLL CLIENTS WHO ARE NOT ECONOMICALLY DISADVANTAGED BUT WHO HAVE OTHER BARRIERS TO EMPLOYMENT.

To the State of Maine MCVE RECOMMENDS THE CONTINUATION AND EXPANSION OF THE MAINE TRAINING INITIATIVE. The flexibility of this program has allowed JTPA agencies to serve needy clients who were not eligible for services under JTPA. It has also been a necessary supplement for retraining and upgrading people already in the labor force. Its versatility is its cornerstone.

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The Commissioner's Task Force to Study Secondary Vocational Education in Maine has recommended that "The `general' course of study, which leads neither to work nor to college, should be discontinued. The educational system as a whole must rededicate itself to meeting the career and life needs of ALL students." Maine's commissioner of education has said that vocational education is both a reason to learn and a method of learning. "Vocational education is a viable mechanism for the preparation of life, whether it be to develop occupational or life skills." Instead of trying to find another way of addressing the needs of the "general" students, MCVE RECOMMENDS THAT EDUCATORS LOOK TO VOCATIONAL EDUCATION TO PROVIDE A VIABLE EDUCATION FOR THOSE STUDENTS IN THE "GENERAL" CURRICULUM.

The task force report also suggested the need for a review of the governance of secondary vocational education. "A review of the governance structure, statues, and financing of secondary vocational education within the State of Maine should be undertaken to assure equitable funding and educational opportunities." MCVE RECOMMENDS A REVIEW OF THE GOVERNANCE OF VOCATIONAL CENTERS AND REGIONS WITH THE

OBJECTIVE OF DEVELOPING ONE FORM OF GOVERNANCE FOR BOTH.

Test scores and discussions with vocational education instructors show that many vocational education students are weak in math and English competencies. Employer surveys and economic projections indicate that a stronger foundation in the basics is a growing necessity for the work force of the future. MCVE RECOMMENDS A STRENGTHENING OF THE ACADEMIC BASE OF ALL VOCATIONAL EDUCATION STUDENTS.

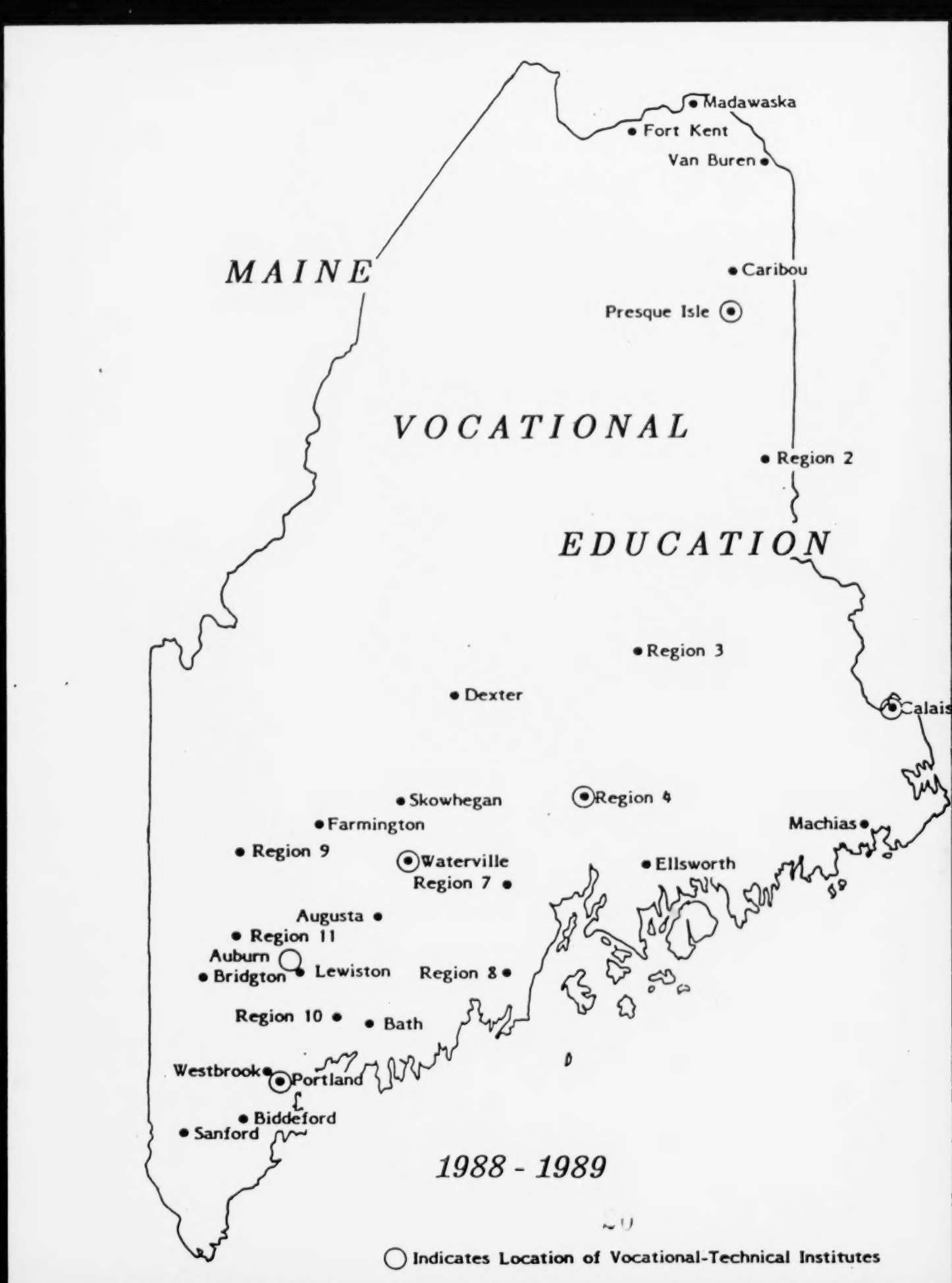
Economic and labor market projections state that 90 per cent of the people in Maine's work force today will be there in the year 2000, but only 50 per cent of the jobs will be the same. The need for retraining will be greater and Maine has to be able to provide more vocational courses for adults.

Recommendation 2.3 of the commissioner's task force report states, "Increase the level of use of vocational facilities, using both existing day school seats and special evening, weekend, and summer programs to provide greater access for adult learners, dropouts, and Welfare, Employment, Education and Training (WEET) and Job Training Partnership Act (JTPA) participants to occupational skill training and career counseling." MCVE RECOMMENDS INCREASED FUNDING OF ADULT EDUCATION PROGRAMS TO ENABLE THEM TO OFFER MORE VOCATIONAL COURSES LEADING TO ENTRY LEVEL EMPLOYMENT.

The facilities and equipment are already in place in most communities. In 1988, 3,300 adults received their high school diploma or GED through adult education. It is obvious that adults are already accessing programs to improve their education and employment potential. Adult ed programs are more accessible than any other educational programs for adults and should play a large part in meeting the needs of a changing labor market.

Each VTI campus has a general advisory committee and several program advisory or craft committees. However, there is a wide diversity of activities among the committees. Some are not as active as others, and the types of activities in which they are involved differ as well. MCVE RECOMMENDS THE DEVELOPMENT OF A HANDBOOK FOR POSTSECONDARY ADVISORY COMMITTEES. Such a handbook would give structure and direction to all of the committees.

MCVE RECOMMENDS THE ESTABLISHMENT OF A VTI SYSTEM-WIDE ADVISORY COMMITTEE FOR STUDENTS SERVICES, ESPECIALLY FOR HANDICAPPED AND DISADVANTAGED STUDENTS. Many of the students currently in attendance at the VTI's would not be able to complete their courses without assistance from the developmental studies program. Such a committee would assess the need for, and direction of, a developmental studies program for the VTI system.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Region 3
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Region 4
Farmington
Machias
Region 9
Waterville
Ellsworth
Region 7
Augusta
Region 11
Auburn
Bridgton
Lewiston
Region 8
Region 10
Bath
Westbrook
Portland
Biddeford
Sanford
1988 - 1989
Indicates Location of Vocational-Technical Institutes

MAINE COUNCIL ON VOCATIONAL EDUCATION

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CARL D. PERKINS VOCATIONAL EDUCATION ACT

SURVEY

PART I

A. What is the percent and actual number of the following special needs populations who are enrolled in vocational programs?

	% of population served		Actual # served	
	1986	1987	'86	'87
1. Welfare recipients.....				
2. High School Dropout.....				
3. Handicapped.....				
4. Limited English Proficient (LEP).....				
5. Single Parent.....				
6. Criminal Offender.....				
7. Displaced Homemaker.....				
8. Veteran.....				
9. Teenage Parent.....				
10. Dislocated Worker.....				

* Note--total may exceed 100% to the degree that clients fit multiple categories.

B. What is the population on which you base your percentages (municipality, county, school district)?

C. What do you use as a data base?

D. Is this data identified by geographic area? School district?

E. To what extent do the following vocational education system components adequately serve special populations?

Rate as follows:
Always (A) Usually (U) Occasionally (O) Never (N)

	Secondary	Postsecondary
Instructional personnel.....	A U O N	A U O N
Equipment.....	A U O N	A U O N
Transportation.....	A U O N	A U O N
Day care.....	A U O N	A U O N
Facilities.....	A U O N	A U O N
Programming.....	A U O N	A U O N
Curriculum.....	A U O N	A U O N
Counseling.....	A U O N	A U O N
Employment placement.....	A U O N	A U O N
Coordination with other service providers/agencies.....	A U O N	A U O N
Other, please specify.....	A U O N	A U O N

Identify which of the special population groups listed in question #A are included in your answer.

F. To what extent have the set asides affected services to the special populations?

Rating scale:
- Strong positive effect (6)
- Moderate positive effect (5)
- Slight positive effect (4)
- Slight negative effect (3)
- Moderate negative effect (2)
- Strong negative effect (1)

a. Welfare recipients.....	6	5	4	3	2	1
b. High School Dropout.....	6	5	4	3	2	1
c. Handicapped.....	6	5	4	3	2	1
d. Limited English Proficient (LEP)	6	5	4	3	2	1
e. Single Parent.....	6	5	4	3	2	1

f. Criminal Offender..... 6 5 4 3 2 1

g. Displaced Homemaker..... 6 5 4 3 2 1

h. Veteran..... 6 5 4 3 2 1

i. Teenage Parent..... 6 5 4 3 2 1

j. Dislocated Worker..... 6 5 4 3 2 1

Please comment on strongly positive and strongly negative ratings.

G. To what degree does the funding formula within the state affect the ability to serve the needs of the disadvantaged and handicapped?

Rating scale:

Strong positive effect	(6)
Moderate positive effect	(5)
Slight positive effect	(4)
Slight negative effect	(3)
Moderate negative effect	(2)
Strong negative effect	(1)

a. Welfare recipients..... 6 5 4 3 2 1

b. High School Dropout..... 6 5 4 3 2 1

c. Handicapped..... 6 5 4 3 2 1

d. Limited English Proficient (LEP) 6 5 4 3 2 1

e. Single Parent..... 6 5 4 3 2 1

f. Criminal Offender..... 6 5 4 3 2 1

g. Displaced Homemaker..... 6 5 4 3 2 1

h. Veteran..... 6 5 4 3 2 1

i. Teenage Parent..... 6 5 4 3 2 1

j. Dislocated Worker..... 6 5 4 3 2 1

Please comment on strongly positive and strongly negative ratings.

H. COORDINATION (Please circle your response)

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level:

   a. Joint planning of JTPA funded activities

      always usually occasionally never

   b. Joint planning of Perkins funded activities

      always usually occasionally never

   c. Review of grants/applications for JTPA funding

      always usually occasionally never

   d. Review of grants/applications for Perkins funding

      always usually occasionally never

   e. Cross representation on vocational advisory committees and Private Industry Councils

      always usually occasionally never

   f. Exchange listings of programs/services

      always usually occasionally never

   g. Cooperative agreements

      always usually occasionally never

   h. Other, please specify.

PART II

A. How is the funding distribution of Carl D. Perkins money between secondary and postsecondary determined?

B. What are the funding levels under Carl D. Perkins for:

	Secondary	Postsecondary
Title II A.....		
Title II B.....		

C. What percentage of the JTPA Title IIA money is received by your education agency (secondary, postsecondary and adult) for:

_____occupational skill training

_____other, ie: remedial, job retention

D. What is the number of voc ed students currently enrolled in JTPA programs from your school?

How many of them are handicapped?

E. To what extent do high school graduation requirements or other school reform efforts limit accessibility to vocational education?

F. If graduation requirements are a problem, what efforts have you made to resolve the problem?

G. What solutions would you recommend to others?

PART III

A. TRAINING

1. What skills are your students being trained in?

2. What new programs have you set up to respond to the needs of the business community?

3. How long did it (would it) take you to respond to a specific need?

4. How many students do you have enrolled in non - traditional programs?

5. How do you encourage non-traditional (ie: adults

in day programming, training after regular school hours, etc.) training?

6. What type of follow-up is done on students and how long after they leave school is it continued?

B. PRIVATE SECTOR INVOLVEMENT

1. How is the private sector involved in your vocational program?

2. What is the percentage of private sector membership on your advisory committee?

3. What is the balance of responsibility between the teachers and the craft committee members?

4. Are there vocational education representatives on your local Private Industry Council?

C. STAFF DEVELOPMENT

1. How much training has your staff had in dealing with handicapped students?

2. What additional training does your staff need to better serve your population?

3. What percentage of your budget is spent on staff development?

4. What are the difficulties in staffing dynamic programs?

5. How do you respond to staff development needs?

PART IV

A. What are the strengths/weaknesses of the Carl D. Perkins Vocational Education Act?

B. What are the successes/failures of the Carl D. Perkins Vocational Education Act?

C. What recommendations do you have for changes in the Carl D. Perkins legislation?

NAME _____

SCHOOL/AGENCY _____

VOCATIONAL EDUCATION SURVEY RESULTS

Part I -- A, B, C, D -- Client Characteristics

We have been unable to obtain any meaningful data on client characteristics. There is no state system for data retrieval of this information either at the Bureau of Adult and Secondary Education (BASVE) or at the Maine Vocational Technical Institute System (MVTIS) Office.

E. Adequate Service to Special Needs Populations

Responses indicated that instructional personnel, equipment, transportation, facilities, programming, curriculum, coordination with other service providers/agencies and counseling always or usually served special populations adequately at both the secondary and postsecondary levels for each of the groups listed under the client characteristics section. This is especially true of the handicapped and disadvantaged students. Only in the area of day care were the services non-existent or inadequate at both levels.

F. Effects of the Set Asides

Most responses indicated that the set asides have had a strongly positive to slightly negative effect on the services to special populations. Services to the handicapped and disadvantaged seem to have been the most positively affected.

G. Effects of Funding Formula

The funding formula has had a slight negative to a moderately positive effect on the ability to serve the needs of the handicapped and disadvantaged. It has, in some cases, permitted schools to hire aides and special personnel to assist students.

H. Coordination

There seems to be good coordination among vocational education agencies. There is usually joint planning of Carl D. Perkins funded activities among vocational education agencies, although joint planning with JTPA agencies occurs only occasionally. Conversely, vocational education agencies are occasionally involved in the planning of JTPA activities.

With regard to review of grants/applications for JTPA and Perkins funding, joint review depends on the agencies involved. Most seem to work together and have an awareness of the other's grants, although this has been a problem in some areas of the state.

There is a good deal of cross representation on advisory councils and private industry councils. This is especially true with the VTI's and adult ed committees.

Agencies usually exchange listings of programs and services and usually have cooperative agreements in place.

Part II

The distribution of Carl D. Perkins money between secondary and postsecondary vocational education occurs at the state level. The director of the MVTIS and the associate commissioner of BASVE negotiate the funding. Final approval is given by the State Board of Education.

The funding levels under Carl D. Perkins are:

	Secondary	Postsecondary
Title IIA	$830,963	$656,292
Title IIB	459,033	592,000
Title IIIA	37,330 (School transition projects)	
Title IIIB	219,863 (Consumer and Homemaking)	

(There are additional activities that are identified as multi-level or adult and are not included in either secondary or postsecondary expenditures.

Many respondents could not answer or did not know what percentage of JTPA Title II money they received. Those that did answer said that they received less than 1 per cent for skill training and none for remedial, job retention, etc.

The number of voc ed students enrolled in JTPA programs ranges from 0-36. Of those, 0-9 are handicapped.

High school graduation requirements seriously limit accessibility to vocational education in many areas. This is primarily due to scheduling conflicts, especially for students who want to go on to postsecondary education.

Efforts are being made to resolve the problem in many areas:

* The vocational school works with the sending schools on scheduling and works to ensure that students take the required math and other courses needed for graduation in the ninth and tenth grades.

* Integrated studies credits are given in math and

science.

* Local graduation requirements are waived in certain instances.

* A computer lab is used in the vocational setting to increase a student's basic skills or to give credit for academic courses.

In addition to these efforts, suggestions for solutions were:

* Expose students to voc ed at an early age.

* Career planning at an early age.

* Extend the length of the school day for greater scheduling flexibility.

* Retain flexibility to meet student needs.

* Win support from guidance counselors and principals.

* Cooperation and collaboration on curriculum.

* Vocational education needs to be a four-year program with its own graduation requirements.

* Graduation requirements should be based upon competencies, not credits.

Part III

A. Training

The skills in which students are trained vary. Most vocational education programs teach employablity skills as well as a wide variety of trade skills. In some vocational schools remedial education is available for students who need help in the basics.

Vocational regions, centers and VTI's are able to set up training programs to meet the needs of the business community, particularly through their adult ed or continuing education components. The time frame varies anywhere from immediate to two years, depending on the type of training and the individual needs of employers and students. Courses in child care, computer application, truck driving, hospitality, banking, marketing, data processing, boiler operator, heavy equipment and cross training between instrumentation and industrial electricity are examples. Some programs are retrofitted to meet community needs; i.e., CAD, industrial electricity, advanced welding and retailing.

The number of clients enrolled in non-traditional programs

varies from none to 350. Significant efforts to encourage clients to enroll in non-traditional programs vary with the school and the locality.

Most of the schools use the formal state follow-up. Other follow-up activities range from follow-up after graduation to five years.

B. Private Sector Involvement

The private sector is involved in vocational programs primarily through craft or program advisory committees. This represents a significant number of people since all programs at all vocational schools have craft committees and many schools, especially the VTI's, have general advisory committees. Additionally, private sector people are used as workshop presenters, speakers, COOP employers and as training consultants.

The private sector membership on these committees ranges from 50 per cent-100 per cent, with the bulk of them in the 100 per cent range.

The balance of responsibility between the staff and the private sector also varies with the school but ranges from 50-50 to 90% private-10% staff. In most cases the teacher keeps the records and reports to the committee, and the committee advises and evaluates the programs.

There are vocational education representatives on each of the three PIC's in the state, although not necessarily from both secondary and postsecondary vocational education.

C. Staff Development

The amount of training staff has had in dealing with handicapped students varies. However, an overwhelming number of respondents said that it is very little/not enough.

The type of additional training needed to better serve the population also varied: planning, better methods of presentation, performance by objective, updating in trade and technical areas, utilization of competency-based curriculum, better utilization and incorporation of remedial support services in the trade areas, and skills to teach a broad range of students from the very gifted student to the trainable student.

Funds for staff development are small. Answers varied from 10 per cent of budget to none, with most falling in the less than 5 per cent range. Many schools have staff development teams who assess staff development needs and structure programs for teacher workshops in-house to meet those needs.

Staff members are encouraged to attend conferences and workshops and limited funding is available for these activities as well as for credit courses.

Some schools, both at the secondary and postsecondary levels, encourage staff to participate in faculty/industry exchange programs. This seems to be an effective way of keeping teachers current with the needs of the workplace.
While a few schools indicated no difficulty, with proper support, the primary difficulty in staffing dynamic programs seems to be people and funding. Finding competent, creative people is a problem, particularly if the program is of short duration. Teacher contracts, unions and salary scales as well as location were also mentioned.

Part IV

The strength of the Carl D. Perkins legislation is the funding for new and innovative programs.

Its primary weakness is that it is too restrictive and has too many set asides.

The legislation is successful in that it provides money for extra services that localities cannot provide both in the area of new and expanded programs as well as for handicapped and disadvantaged students despite the restrictions.

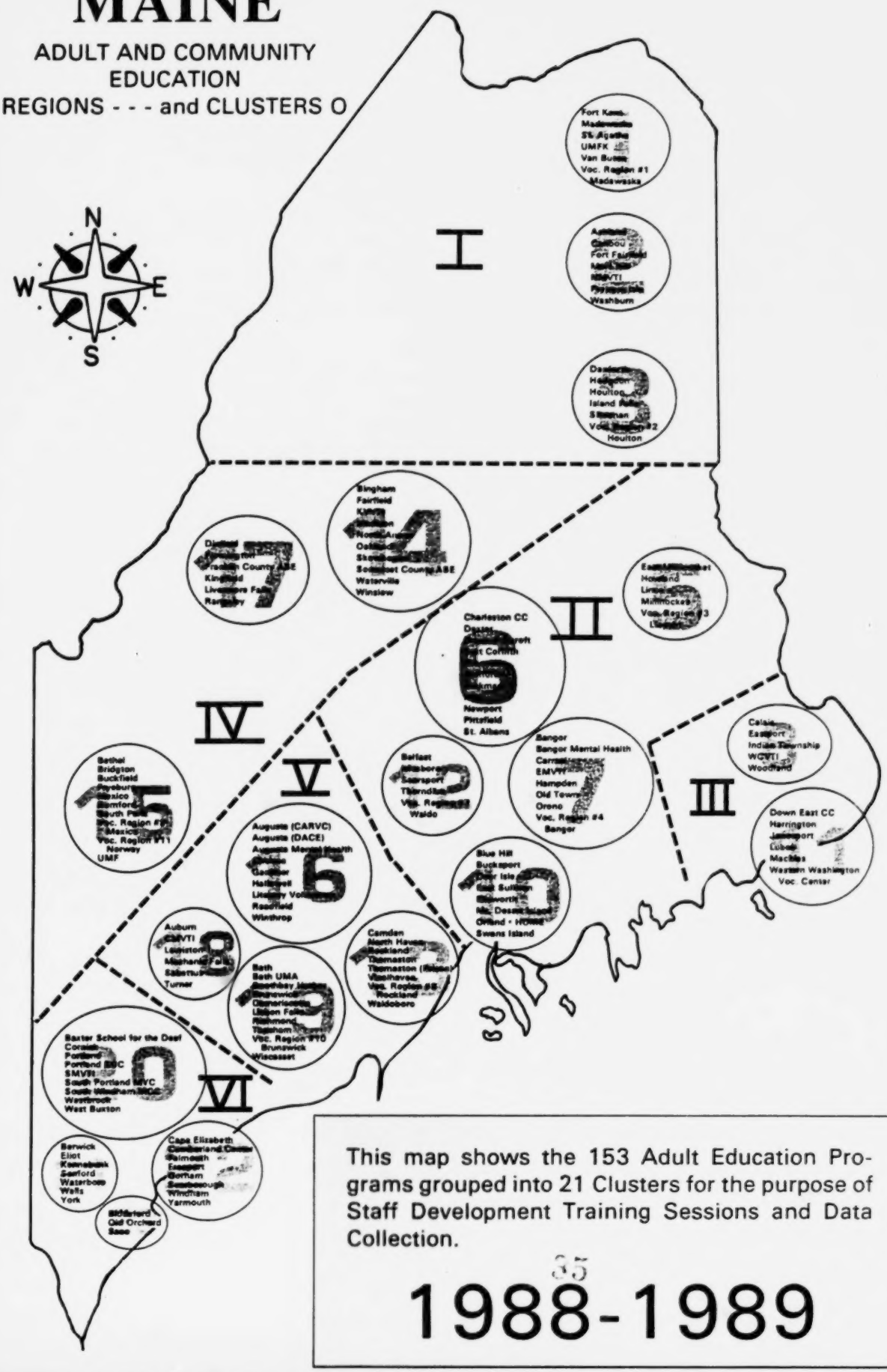
Its failures include the complaint that there is too much competition for too little money, and there is no money for equipment purchases.

Recommendations for changes in the Carl D. Perkins legislation include:

1. Streamline the accounting and reporting process.
2. Eliminate the paper work.
3. Direct some of the funds for 2+2 programs (Tech Prep) between secondary and postsecondary.
4. Change the law to allow flexibility so that the funds can be adapted to local needs.
5. Provide incentives to work with all students.
6. Focus on future occupational needs.

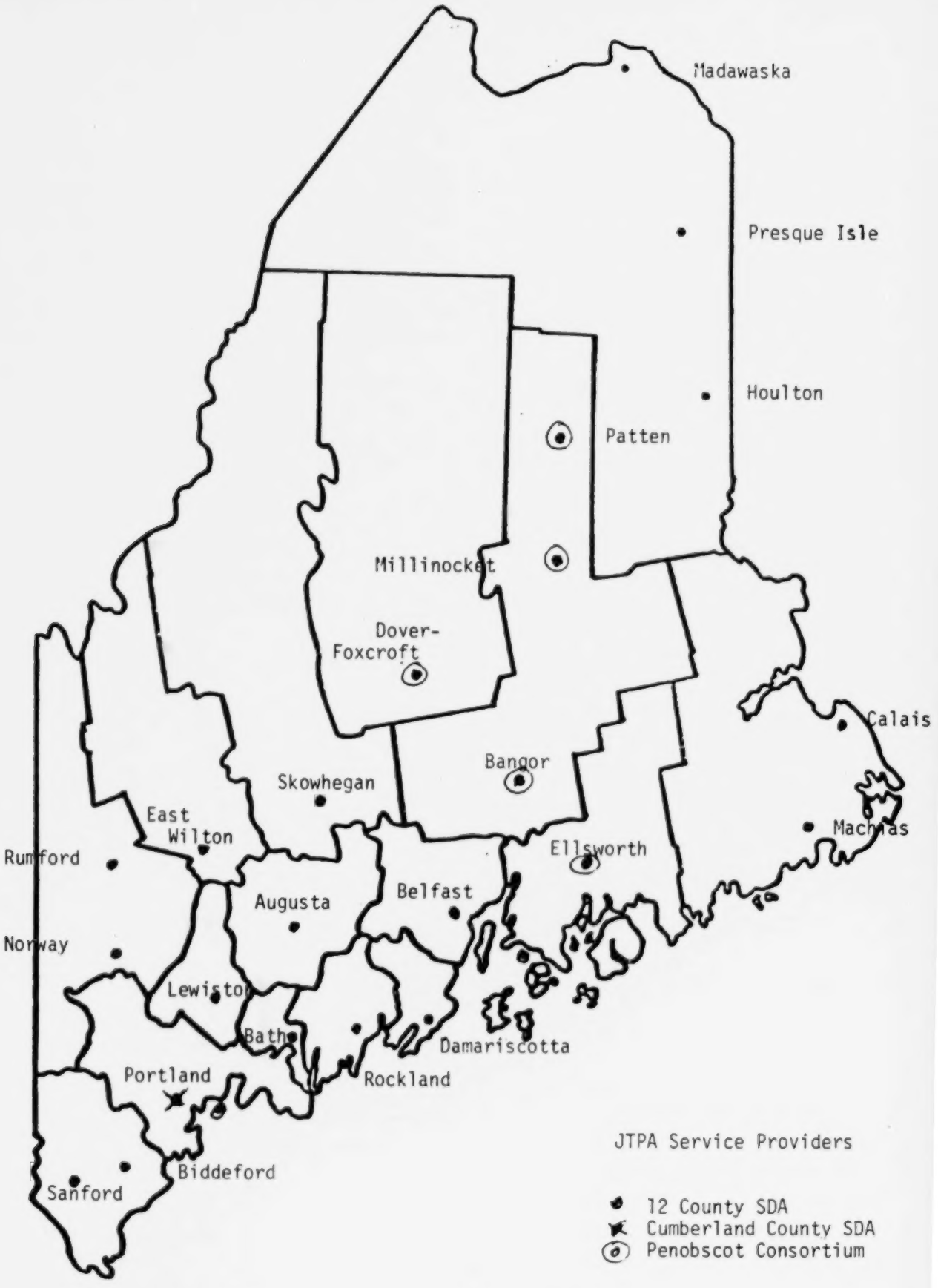
MAINE

ADULT AND COMMUNITY EDUCATION REGIONS - - - and CLUSTERS O



This map shows the 153 Adult Education Programs grouped into 21 Clusters for the purpose of Staff Development Training Sessions and Data Collection.

1988-1989


Madawaska
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Bangor
Skowhegan
East
Wilton
Machias
Rumford
Ellsworth
Augusta
Belfast
Norway
Lewiston
Bath
Damariscotta
Portland
Rockland
Biddeford
Sanford
JTPA Service Providers
12 County SDA
Cumberland County SDA
Penobscot Consortium

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If any of the following questions is not applicable to your school or agency, please write N/A in the proper space.

JOB TRAINING PARTNERSHIP ACT

SURVEY

PART I

A. Which of the following characteristics applies to the clients enrolled in your JTPA program from July 1, 1986--June 30, 1988?

	% of population served		Actual # served	
	1986	1987	'86	'87
1. Welfare recipients.....				
2. High School Dropout.....				
3. Handicapped.....				
4. Limited English Proficient (LEP).....				
5. Single Parent.....				
6. Criminal Offender.....				
7. Displaced Homemaker.....				
8. Veteran.....				
9. Teenage Parent.....				
10. Dislocated Worker.....				

* Note--total may exceed 100% to the degree that clients fit multiple categories.

B. What is the population on which you base your percentages (ie: county, SMSA, etc.)?

C. What do you use as a data base?

PART II

A. COORDINATION (Please circle your response)

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level:

a. Joint planning of JTPA funded activities

always usually occasionally never

b. Joint planning of Perkins funded activities

always usually occasionally never

c. Review of grants/applications for JTPA funding

always usually occasionally never

d. Review of grants/applications for Perkins funding

always usually occasionally never

e. Cross representation on vocational advisory committees and Private Industry Councils

always usually occasionally never

f. Exchange listings of programs/services

always usually occasionally never

g. Cooperative agreements

always usually occasionally never

h. Other, please specify.

B. Number of JTPA clients enrolled in the vocational education system for program years 1986 and 1987?

PART III

A. Outreach

1. What type of outreach activities do you use?

2. Briefly describe those outreach activities that you consider to be innovative.

3. What are the dynamics of your recruiting practices?

4. What, if any, are the limitations to accepting those populations most at risk?

B. Client Needs

1. How are client needs identified?

2. What limitations, if any, are there to meeting client needs?

3. Are clients usually able to receive training in the skill area of their choice (assuming aptitude and ability)?

4. What are the limitations, if any, to the ability to provide clients with the skill area of choice?

5. What are the anticipated income projections for your clients? Entry level - top of career ladder?

6. Will their jobs take them out of the federal poverty level area?

7. What is your definition of minimum entry level wage? Advanced wage?

C. TRAINING

1. What is your Title IIA allocation?

2. What percent of your Title IIA money is used for classroom training? (Instruction only. Do not include administration or training related cost.)

3. What percentage of your Title IIA money is used by local public education agencies and institutions (secondary, postsecondary and adult) for:

_____occupational skill training

_____other, ie: remedial, job retention

4. What skills are your clients being trained in?

5. What new programs have you set up to respond to the needs of the business community?

6. How long did it (would it) take you to respond to a specific need?

7. How many clients do you have enrolled in non - traditional programs?

8. How do you encourage non-traditional training?

9. What type of follow-up is done on clients and how long after they leave the program is it continued?

D. PRIVATE SECTOR INVOLVEMENT

1. How is the private sector involved in your program?

2. What is the percentage of private sector membership on your Private Industry Council?

3. What is the balance of responsibility between the staff and the PIC?

4. Are there vocational education representatives on the Private Industry Council?

E. STAFF DEVELOPMENT

1. How much training has your staff had in dealing with handicapped clients?

2. What additional training does your staff need to better serve your population?

3. What percentage of your budget is spent on staff development?

4. What are the difficulties in staffing dynamic programs?

5. How do you respond to your staff development needs?

PART IV

A. What are the strengths/weaknesses of the JTPA legislation?

B. What are the successes/failures of the JTPA legislation?

C. What recommendations do you have for changes in the JTPA legislation?

NAME: _____

AGENCY: _____

JTPA SURVEY RESULTS

Part I--Client Characteristics

The Department of Labor's Bureau of Employment and Training Programs (BETP) has a computerized management information system that is linked to all of the service providers and SDA's. The information is electronically transferred to the BETP office in Augusta. Although most respondents to the survey could not or did not answer that part, the information is available from the BETP.

The Twelve County SDA offered the following data:

	% of Population Served		Actual # Served	
	1986	1987	1986	1987
1. Welfare recipients.....	46	43	2,006	1,686
2. High School Dropouts.....	23	23	991	907
3. Handicapped.....	15	19	658	736
4. Limited English Proficient...	1	1	35	33
5. Single Parent.....	22	24	956	945
6. Criminal Offender.....	7	7	309	267
7. Displaced Homemaker.....	4	6	163	236
8. Veteran.....	7	7	314	270
9. Teenage Parent.....	2	2	77	75
10. Dislocated Worker.....	2	2	80	97

The Cumberland County SDA offered the following data:

	% of Population Served		Actual # Served	
	1986	1987	1986	1987
1. Welfare recipients.....	33	33	96	97
2. High School Dropouts.....	30	26	88	76
3. Handicapped.....	11	12	31	36

4. Limited English Proficient...	2	2	7	5
5. Single Parent.....	31	33	90	97
6. Criminal Offender.....	9	13	25	37
7. Displaced Homemaker.....	11	8	33	23
8. Veteran.....	8	8	23	23
9. Teenage Parent.....	1	3	4	10
10 Dislocated Worker.....	7	3	19	10

The Penobscot Consortium offered the following data:
(There is no separate listing under 1986 because it was part of the state SDA at the time.)

	% of Population Served		Actual # Served	
	1986	1987	1986	1987
1. Welfare recipients.....		30		331
2. High School Dropouts.....		23		357
3. Handicapped.....		16		212
4. Limited English Proficient...		1		9
5. Single Parent.....		28		250
6. Criminal Offender.....		5		59
7. Displaced Homemaker.....		18		126
8. Veteran.....		6		60
9. Teenage Parent.....	data not available			
10 Dislocated Worker.....	data not available			

These figures are based on the total population enrolled in all of the programs in each of the service delivery areas.

Part II--Coordination

There seems to be good coordination among JTPA agencies. There is usually joint planning of JTPA funded activities

among JTPA agencies, although joint planning with voc ed agencies occurs only occasionally. Conversely, JTPA agencies are occasionally involved in the planning of Perkins activities even though all RFP's issued from the Bureau of Adult and Secondary Vocational Education (BASVE) require a sign-off by the local JTPA service provider.

With regard to review of grants/applications for JTPA and Perkins funding, joint review depends on the agencies involved. Most seem to work together and have an awareness of the other's grants, although this has been a problem in some areas of the state.

There is a good deal of cross representation on advisory councils and private industry councils. This is especially true with the VTI's and adult ed committees.

Agencies usually exchange listings of programs and services and usually have cooperative agreements in place.

Part III

A. Outreach

Most JTPA outreach activities are the same. Outreach occurs via word of mouth, referral by other agencies, newspaper, radio and TV ads, direct contact with schools and other agencies, posters and brochures.

One service provider has video tapes for clients and for employers. Another service provider goes to potential clients' homes for outreach as well as to local public offices. The area is very rural and public transportation is non-existent.

There are several limitations to accepting those populations most at risk. In this climate of low unemployment it is more difficult to find people who meet the eligibility requirements. There are many people who have barriers to employment but may not be economically disadvantaged and the guidelines prevent them from enrolling in JTPA programs. Again, in many areas the job market is such that more people who have more serious barriers to employment are enrolling in JTPA programs. They will require long-term training so that they can obtain and retain employment. The emphasis on short term training, the lack of money for support services, the funding limitations and the performance standards limit acceptance of those people.

B. Client Needs

All JTPA agencies utilize similar methods of assessing client needs. Assessment tools include the APTICOM (matches

aptitudes, interests, skills and abilities), TABE (measures educational achievement) and Harrington O'Shea tests. Individual counseling and a career decision making course aid clients and counselors in identifying needs.

In addition to the factors that limit acceptance of at risk clients; i.e., emphasis on short term training, the lack of money for support services, the funding limitations and the performance standards, excessive paper work, lack of public transportation, the absence of sufficient community resources and the lack of available training provide additional limitations to meeting client needs.

The ability of clients to receive training in the skill area of his/her choice depends on geographic location, mobility, time of year and availability and cost of training. Since most courses offered at the VTI's or adult ed are not open entry-open exit, clients must enroll at the start of the semester in order to enter training. In many areas it is difficult to operate a class size training course because the population is too small to expect ten people or more to have the interest and ability in the same area. In addition, the labor market will not absorb ten people or more trained in the same field.

Transportation to training is limiting, too, especially in rural areas. Although the VTI's are willing to, and do offer satellite courses, it is still difficult to find the necessary number of people to attend.

In many areas adult education at the high schools does not offer the type of vocational training that would lead to entry level employment and that is the type of training that would be most accessible to rural residents.

The anticipated income projections for clients, entry level to the top of the career ladder, ranged from $4.50/hr. entry level to $6.00/hr. entry level and from $6.45/hr. top to no limit. Most respondents said that the entry level wage would take clients out of the poverty level, but some said that it depended upon the size of the family. There was a variety of answers to the definition of minimum entry level wage and advanced wage ranging from $4.00/hr. to $6.00/hr.

C. Training

The total Title II allocation for the Balance of State is $3,500,130; for Training Resource Center is $339,000 ; and for Training Development Corporation is $1,108,945.

The percentage of Title IIA money used for classroom training and the amount of money used by local public education agencies varies. Most survey respondents could not answer the question.

The skills in which clients are trained also vary. Most JTPA agencies offer remedial education, employability and career education and a wide variety of skill training depending on aptitude and ability of clients, training availability and labor market needs.

JTPA is able to set up training programs to meet the needs of the business community. The time frame varies anywhere from one day to six months, depending on the type of training and the individual needs of employers and clients. Courses in telemarketing, nurse aid, LPN, electrical technology, metal fabrication and a variety of health occupations training are examples.

The number of clients enrolled in non-traditional programs varies from none to 100. There is not a significant effort being made to encourage clients to enroll in non-traditional programs.

Many service providers use the sixty-day formal follow-up through the state SDA. Others follow up their clients for 30-180 days, and others use the formal state follow-up and an informal local follow-up to make sure the client is doing well and to see if additional services are needed.

D. Private Sector Involvement

The private sector is involved in JTPA programs primarily through the Maine Human Resource Development Council and the private industry councils. Additionally they are used as workshop presenters and as training consultants through the PIC.

All of the PIC's have a majority of private sector people as members. There are vocational education representatives on all three PIC's. The balance of responsibility between the staff and the PIC seems to be the same in all three SDA's; i.e., the PIC and its staff are responsible for joint planning and review of programs and activities. The staff implements the plans for the PIC.

E. Staff Development

The amount of training staff has had in dealing with handicapped clients varies. Most respondents said that it is provided as needed by other agencies and facilities such as the Department of Human Services. JTPA staff is able to attend workshops sponsored by other state agencies at minimal to no cost and cooperation is good.

The type of additional training needed to better serve the population also varied from updating as necessary to training in AIDS, parenting, family relationships, personal needs

assessment of clients and how to "sell" the clients to employers.

Funds for staff development are small. Answers varied from 6 per cent of budget to none. Many JTPA agencies respond to the staff development needs by providing courses related to the tasks employees perform, courses in self awareness or employees are enrolled in training offered by other agencies. The Maine Department of Labor now requires all of its employees to develop an Individual Employee Training Plan. These plans must include goals, courses needed, career objectives, work experience and on the job training necessary to achieve those objectives. The state will pay for one course per year in an effort to encourage employees to further their education.

Respondents listed lack of financial stability, lack of flexible program manageability, lack of available training and, in the case of programs under the state, the crippling effect of the state personnel system as difficulties in staffing dynamic programs.

Part IV

The strength of the JTPA legislation is its link with private industry and its structure as a resource for people who want to help themselves.

Its weakness is the lack of long-term financial stability and flexible program manageability as well as the fact that it is paper-driven. There is a need for a longer time period to work with the hard core unemployed in order that they leave the program in successful, long-term employment.

Recommendations for changes in the JTPA legislation include:

1. Need for long-term financial commitment.

2. Greater flexibility in program management to meet local needs.

3. Need to look at eligibility criteria because there are those who have barriers to employment but may not be economically disadvantaged and still need JTPA services.

4. Need to establish qualitative performance standards.

5. Need more collaboration to meet individuals' needs.

COORDINATION COMMITTEE MEMBERS

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Note: A special thanks to Margaret F. Dionne for proofreading this report.

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